DOCUMENT RESUME

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ABSTRACT

This instructor's manual for workplace trainers contains the materials required to conduct a course on improving pronunciation. The course includes six lessons for workers, two lessons for supervisors, and strategies for helping workers continue to develop the skills taught in the course. The following materials are provided for each course: lesson plan, learning activities based on real-life situations, handouts, assessments (including pretests and posttests), and transparencies. Each lesson plan contains objectives, a list of materials needed, classroom setup information, and detailed instructions for conducting all activities. Topics of the lessons are as follows: vowels; the vowel "i"; word stress--two syllable patterns; sentence stress and rhythm; the "th" sound; and more consonants. (MN)

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ED 426 309

Speaking Clearly:
Improving Pronunciation

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JobLink

Winning At Work

Speaking Clearly
Improving Pronunciation

- Vowels
- The Vowel /I/
- Word Stress: Two Syllable Patterns
- Sentence Stress and Rhythm
- The/th/Sound
- More Consonants

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▼ An Introduction

Designed to provide learners with long-term tools to improve their pronunciation, this module is based on Beverly Beisbier's *Sounds Great*. (Information on ordering materials in the *Sounds Great* series is provided below.) *Sounds Great* is intended for students who (1) demonstrate high-intermediate ESL level skills, (2) read at the fifth- or sixth-grade level, and (3) know the parts of speech (the Parts of Speech handout provides an effective review).

In this module students will use Book 1 in the *Sounds Great* series (they will have the option of buying the five-tape set that accompanies Book 1). The *Sounds Great* curriculum stresses four specific parts of English pronunciation: sounds, stress, rhythm, and intonation. Toward this end, student activities (1) employ listening-discrimination drills for word stress, sentence stress, intonation, and difficult vowel and consonant sounds and (2) develop aural recognition of pronunciation patterns and student-generated spelling rules. Small-group and paired activities allow for contextualized practice.

The "buddy system" is a requirement for this module. Each student must choose a native speaker (or a higher-level nonnative speaker) to help her or him with pronunciation practice. "Buddies" attend an introductory meeting that presents background information about pronunciation, schedules, assignments, and expectations. Students will meet with their buddies, process through a couple of lessons during a two-week time period, check in for a class, and work with their buddies for another two weeks. Then students attend the final two classes. (Because sharing one book is difficult, buddies are encouraged to buy the text.) This module takes approximately ten weeks; students attend instructor-led classes six times. The class can be continued indefinitely, alternating between instructor-led classes and independent-study periods to support the ongoing work and students' improvement.

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▼ Module 9 Materials

Materials	Lesson#
Flip chart or whiteboard	All
Overhead projector	All
Transparency pens	All
Whiteboard markers	All
Beverly Beisbier, Sounds Great, Book 1 (student's text)	All
Beverly Beisbier, Sounds Great (audiotapes)	All
Beverly Beisbier, Sounds Great (instructor's manual)*	All
Tape Recorder	All
Dictionaries	All

* This module uses the following three components in the Sounds Great series:
Sounds Great, Book 1 (student text: ISBN 0-8384-3964-0)
Audiotapes to Accompany Sounds Great, Book 1 (set of five tapes: ISBN 0-8384-4211-0)
Instructor's Manual to Accompany Sounds Great, Book 1 (ISBN 0-8384-4272-2)

To ensure availability for the first day of class, order books at least two weeks in advance from:
Heinle & Heinle Publishers
Wadsworth Book Distribution Center
7625 Empire Drive
Florence, KY 41042
(1-800) 354-9706

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Winning At Work

Pronunciation

Lesson 1
Vowels

▼ Lesson Description

This lesson introduces students to different vowel sounds. Each student will have opportunities to practice both saying and listening to different vowel sounds in order to learn to discriminate between sounds.

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▼ Objectives

By completing this lesson, employees will be able to:

1. **Pronounce** different vowel sounds.
2. **Discriminate** between different vowel sounds when listening to spoken words.

▼ Materials Needed

▼ Hardware

1. *Sounds Great, Book 1* - Lesson 1: The Vowel

▼ Forms

"PreTest"

"Learner Enrollment"

▼ Handouts

"Schedule of Classes" (Handout 1)

▼ Classroom Set-up

▼ Total Time: 90 minutes

Opening- Large Group	10 min.
First Activity- Large Group	75 min.
Ending- Large Group	5 min.

▼ **Key**

Hardware | Transparencies | Handouts | Large Group | Small Groups | Discussion | Sign-in Sheet

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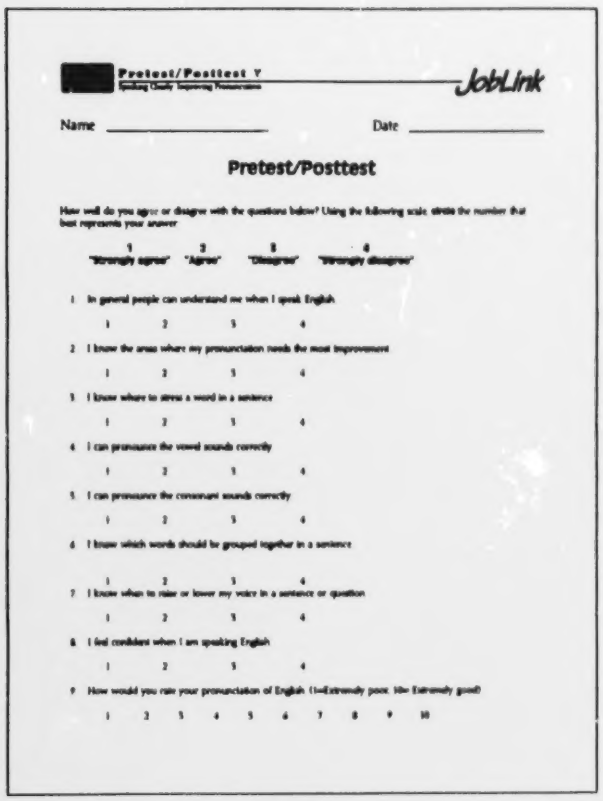


Pretest/Posttest ▼ — JobLink

Name _____ Date _____

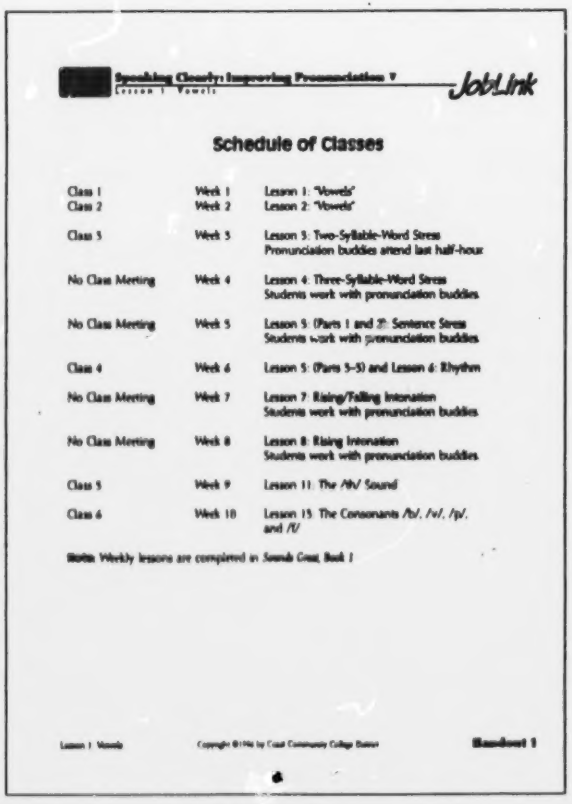
Pretest/Posttest

How well do you agree or disagree with the questions below? Using the following scale, circle the number that best represents your answer.

1 "Strongly agree" 2 "Agree" 3 "Disagree" 4 "Strongly disagree"

1. In general people can understand me when I speak English
   1 2 3 4
2. I know the areas where my pronunciation needs the most improvement
   1 2 3 4
3. I know where to stress a word in a sentence
   1 2 3 4
4. I can pronounce the vowel sounds correctly
   1 2 3 4
5. I can pronounce the consonant sounds correctly
   1 2 3 4
6. I know which words should be grouped together in a sentence
   1 2 3 4
7. I know when to raise or lower my voice in a sentence or question
   1 2 3 4
8. I feel confident when I am speaking English
   1 2 3 4
9. How would you rate your pronunciation of English (1=Extremely poor, 10= Extremely good)
   1 2 3 4 5 6 7 8 9 10

Form



Speaking Clearly: Improving Pronunciation ▼ — JobLink
Lesson 1: Vowels

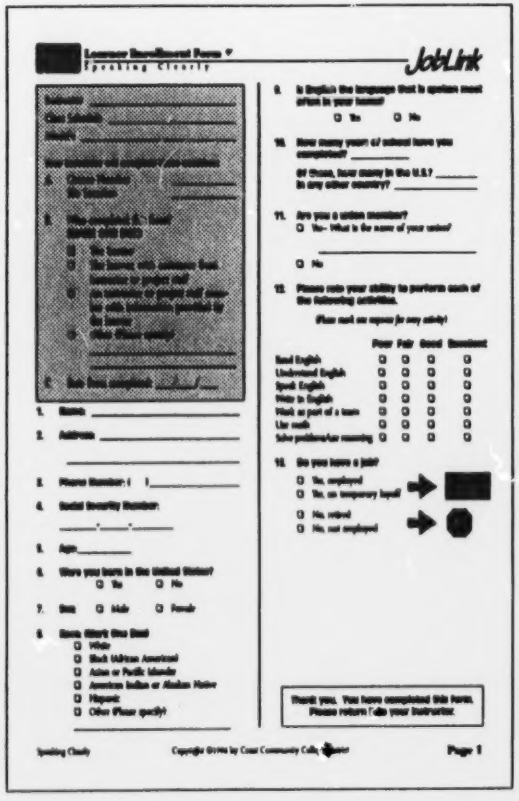
Schedule of Classes

Class 1 Class 2	Week 1 Week 2	Lesson 1: "Vowels" Lesson 2: "Vowels"
Class 3	Week 3	Lesson 3: Two-Syllable-Word Stress Pronunciation buddies attend last half-hour
No Class Meeting	Week 4	Lesson 4: Three-Syllable-Word Stress Students work with pronunciation buddies
No Class Meeting	Week 5	Lesson 5: (Parts 1 and 2): Sentence Stress Students work with pronunciation buddies
Class 4	Week 6	Lesson 5: (Parts 3–5) and Lesson 6: Rhythm
No Class Meeting	Week 7	Lesson 7: Rising/Falling Intonation Students work with pronunciation buddies
No Class Meeting	Week 8	Lesson 8: Rising Intonation Students work with pronunciation buddies
Class 5	Week 9	Lesson 11: The /th/ Sound
Class 6	Week 10	Lesson 15: The Consonants /b/, /v/, /p/, and /f/

Note: Weekly lessons are contained in *Sounds Great, Book 1*

Lesson 1: Vowels — Copyright ©1996 by Coast Community College District — **Handout 1**

Handout 1



Learner Enrollment Form ▼ — JobLink
Speaking Clearly

Name _____
Address _____
Phone Number ( ) _____
Social Security Number _____
Age _____
Were you born in the United States? ☐ Yes ☐ No
Sex ☐ Male ☐ Female
How Would You Best Describe Yourself?
☐ White
☐ Black (African American)
☐ Asian or Pacific Islander
☐ American Indian or Alaskan Native
☐ Hispanic
☐ Other (Please specify) _____

Is English the language that is spoken most often in your home? ☐ Yes ☐ No
How many years of school have you completed? _____
Of those, how many in the U.S.? _____ In any other country? _____
Are you a union member? ☐ Yes- What is the name of your union? _____ ☐ No
Please rate your ability to perform each of the following activities. (Please mark one response for every activity)

	Poor	Fair	Good	Excellent
Read English	☐	☐	☐	☐
Understand English	☐	☐	☐	☐
Speak English	☐	☐	☐	☐
Write in English	☐	☐	☐	☐
Work as part of a team	☐	☐	☐	☐
Use math	☐	☐	☐	☐
Solve problems/use reasoning	☐	☐	☐	☐

Do you have a job?
☐ Yes, employed → [redacted]
☐ Yes, on temporary layoff
☐ No, retired → [redacted]
☐ No, not employed

Thank you. You have completed this form. Please return it to your instructor.

Speaking Clearly — Copyright ©1996 by Coast Community College District — Page 1

Form

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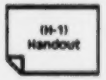
▼ *Activities*

▼ Opening: 10 Minutes

1. **Welcome** students and **introduce** yourself.

2. **Explain** the objectives of the module. **Distribute** the *Sounds Great* books and tapes (if necessary).

3. **Distribute** "Schedule of Classes" and **review** the handout with students.



4. **Introduce** the "buddy system" to the class. **Explain** the role of the "buddy" and **stress** why having a buddy is critical to the success of this module.

5. **Prepare** the class for the Pretest. **Say,** for example, "You will take this test twice–now, and once again at the end of class. You take the same test because it measures how much you learn in one lesson. Therefore, do not worry about questions you do not know!"

6. **Distribute** the Pretest; **collect** the test when everyone is finished.

7. **Distribute** the Learner Enrollment form **collect** the form when everyone is finished.

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▼ *Activities*

▼ First Activity: 75 Minutes

1. **Direct** students to turn to Lesson 1 in *Sounds Great, Book 1.*
2. **Complete** Lesson 1.

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▼ Activities

▼ Ending: 5 Minutes

1. **Review** the information covered today. **Ask** students if they have any questions.
2. **Tell** students to start thinking about their buddies. **Remind** them they will be picking a buddy in the next class.
3. **Emphasize** the importance of practicing between classes.
4. **Say** good-bye.

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Winning At Work

Speaking Clearly

Improving Pronunciation

Lesson 2
The Vowel /I/

▼ Lesson Description

This lesson introduces new vowel sounds. Each student will have the opportunity to practice both saying and listening to the vowel sounds in order to learn to discriminate between the sounds.

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▼ Objectives

By completing this lesson, employees will be able to:

1. **Pronounce** different vowel sounds.
2. **Discriminate** between different vowel sounds when listening to spoken words.

▼ Materials Needed

▼ Hardware

1. Sounds Great, Book 1 - "Lesson 2: The Vowel /I/"

▼ Handouts

"How to Ask a Buddy" (Handout 2)
"Contract" (Handout 3)

▼ Classroom Set-up

▼ Total Time: 90 minutes

Opening- Large Group	5 min.
First Activity- Large Group/Pair	70 min.
Second Activity- Large Group	10 min.
Ending- Large Group	5 min.

▼ Key: Hardware | Transparencies | Handouts | Large Group | Small Groups | Discussion | Sign-in Sheet

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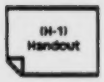
▼ Activities

▼ Opening: 10 Minutes

1. **Welcome** students back.
2. **Ask,** "Did you have a chance to practice what you learned in the last class? How did it go?"

3. **Ask** students to share any pronunciation problems they had since the last class.



4. **Explain,** "Today we will be practicing more vowels."

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▼ Activities

▼ First Activity: 70 Minutes

1. **Ask** students to turn to Lesson 2 in *Sounds Great.*
2. **Complete** Lesson 2.

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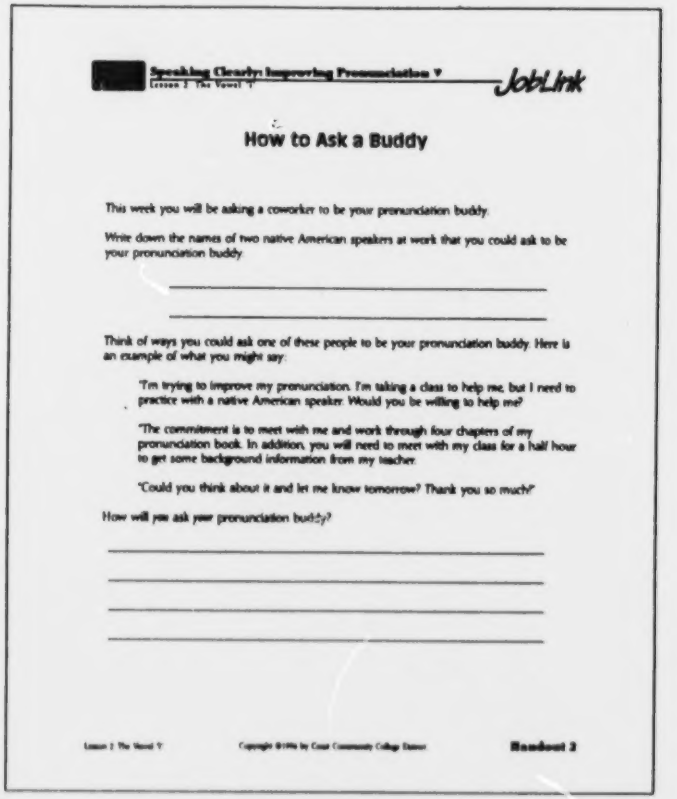

Speaking Clearly: Improving Pronunciation ▼
Lesson 2: The Vowel 'I'
JobLink

How to Ask a Buddy

This week you will be asking a coworker to be your pronunciation buddy.

Write down the names of two native American speakers at work that you could ask to be your pronunciation buddy.

_____

_____

Think of ways you could ask one of these people to be your pronunciation buddy. Here is an example of what you might say:

"I'm trying to improve my pronunciation. I'm taking a class to help me, but I need to practice with a native American speaker. Would you be willing to help me?

"The commitment is to meet with me and work through four chapters of my pronunciation book. In addition, you will need to meet with my class for a half hour to get some background information from my teacher.

"Could you think about it and let me know tomorrow? Thank you so much!"

How will *you* ask your pronunciation buddy?

_____

_____

_____

_____

Lesson 2: The Vowel 'I' Copyright ©1996 by Coast Community College District Handout 2

Handout 2

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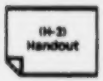
▼ *Activities*

▼ Second Activity: 10 Minutes

1. **Distribute** "How to Ask a Buddy".



2. **Tell** students that the pronunciation practice in this class will be done with a native speaker.

3. **Ask** each student to write down the names of two "coworker friends" who are native American speakers.

4. **Brainstorm** with the group how they might ask a buddy to help with pronunciation. **Write** their suggestions on the board. **Provide** them with direction as necessary. For example, a student might say:

   "I'm trying to improve my pronunciation. I'm taking a class to help me, but I need to practice with a native American speaker. Would you be willing to help me?

   "The commitment is to meet with me and work through four chapters of my pronunciation book. In addition, you will need to meet with my class for a half hour to get some background information from my teacher.

   "Could you think about it and let me know tomorrow? Thank you so much!"

5. **Have** students role-play asking a buddy to work with them.

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Lesson 2: The Vowel /I/
JobLink

Contract

Thank you for offering to be a pronunciation buddy for:

_____

Your commitment will include meeting with your buddy to complete four lessons in the *Sounds Great* text. In addition, you will need to attend the next pronunciation class for 50 minutes to receive your instructions and some background material.

We appreciate your willingness to help! Thank You!

Student _____

Instructor _____

Buddy _____

Lesson 2: The Vowel /I/ Copyright ©1996 by Coast Community College District Handout 3

Handout 3

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▼ Activities

▼ Ending: 5 Minutes

1. **Review** the information covered in this lesson.
2. **Remind** students to find a buddy this week.

3. **Distribute** "Contract". **Ask** students to have their buddies sign the contract.
4. **Remind** them that the buddies need to come to the last 30 minutes of the next class, and **write** that day and time on the board for the class.
5. **Tell** students you look forward to seeing them next time with their buddies. **Wish** them luck!

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Winning At Work

Speaking Clearly

Improving Pronunciation

Lesson 3
Word Stress: Two Syllable Patterns

▼ Lesson Description

One reason why non-native speakers are often misunderstood is that they stress syllables incorrectly. This lesson addresses stressing the correct syllables and give students ample practice in stressing syllables.

"Buddies" will also be joining the class today.

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▼ Objectives

By completing this lesson, employees will be able to:

1. **Understand** what a "syllable" means.
2. **Practice** stressing the correct syllable in two-syllable words.

▼ Materials Needed

▼ Hardware

1. *Sounds Great,* Book 1 - Lesson 3: "Word Stress: Two Syllable Patterns"

▼ Handouts

"Pronunciation Background for Buddies" (Handout 4)

"Parts of Speech" (Handout 5)

"Schedule of Classes" (Handout 1)

"Pronunciation Rules for Buddies" (Handout 6)

▼ Classroom Set-up

▼ Total Time: 90 minutes

Opening- Large Group	5 min.
First Activity- Large Group/Pairs	55 min.
Second Activity- Large Group	25 min.
Ending- Large Group	5 min.

▼ **Key** Hardware | Transparencies | Handouts | Large Group | Small Groups | Discussion | Sign-in Sheet

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▼ Activities

▼ Opening: 5 Minutes

1. **Welcome** students back.

2. **Remind** students that they will work their buddies during the last half hour of class.
3. **Ask** for questions that have come up since the last class.

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▼ Activities

▼ First Activity: 55 Minutes

1. **Have** students turn to Lesson 3 in *Sounds Great.*
2. **Complete** Lesson 3.

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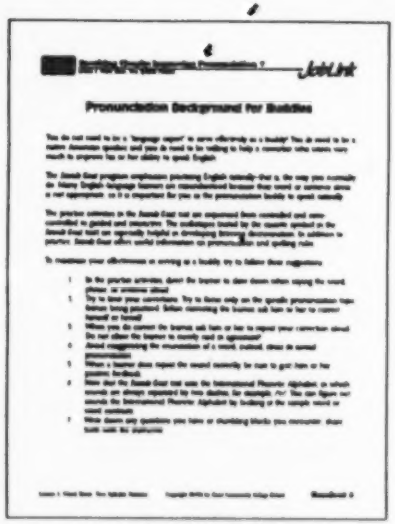
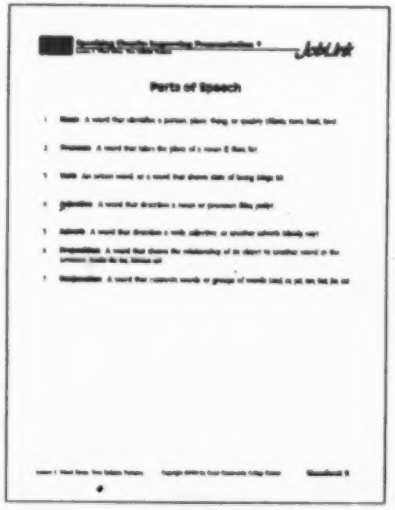
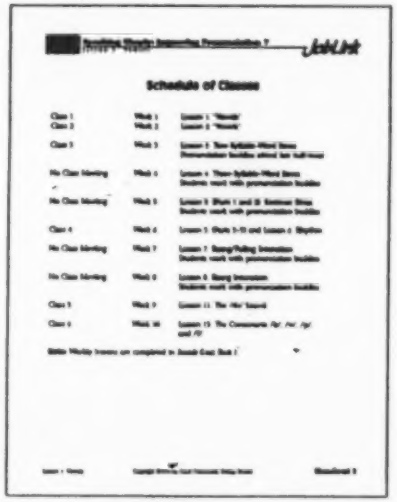

Pronunciation Background for Buddies

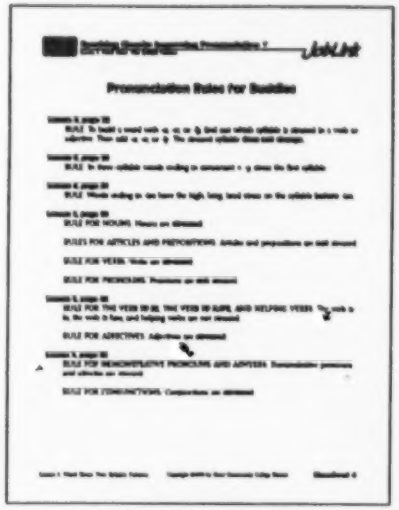
Handout 4


Parts of Speech

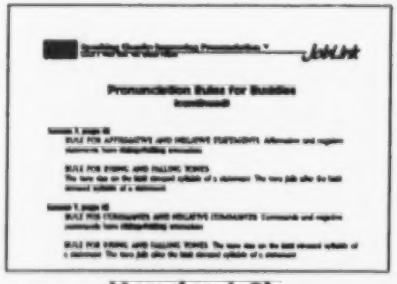
Handout 5


Schedule of Classes

Handout 1


Pronunciation Rules for Buddies

Handout 6


Pronunciation Rules for Buddies

Handout 6b

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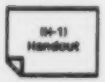
▼ Activities

▼ Second Activity: 25 Minutes

1. **Welcome** the pronunciation buddies to the class.

2. **Distribute** "Pronunciation Background for Buddies". **Instruct** the buddies to read the handout.
3. **Summarize** the important points in the handout.

4. **Distribute** "Parts of Speech". **Explain** why understanding the parts of speech is important to correct pronunciation.



5. **Distribute** "Schedule of Classes". **Explain** how the Pronunciation module works.

6. **Distribute** "Pronunciation Rules for Buddies". **Review** the handout with the buddies.
7. **Ask** for questions.

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▼ *Activities*

▼ Ending: 5 Minutes

1. **Review** the key points of this lesson.
2. **Remind** both students and buddies that during the next two weeks they are to work together to complete Lesson 4 (Parts 1 and 2) and Lesson 5, (Parts 1 and 2) in the *Sounds Great* book.
3. **Remind** students you will see them in 3 weeks. **Say** good-bye.

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Winning At Work

Speaking Clearly

Improving Pronunciation

Lesson 4
Sentence Stress and Rhythm

▼ Lesson Description

Rules of sentence stress are complex. Certain words such as nouns, main verbs, and adjectives are stressed. In general, these words carry the content of a sentence. Other words are unstressed. The tendency of stressed words to occur at regular intervals in a sentence with unstressed words between them creates the rhythm of English. In this lesson the basic rules of stress and rhythm are presented.

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▼ Objectives

By completing this lesson, employees will be able to:

1. **Understand** when to stress and not to stress words.
2. **Know** where to pause in a sentence.

▼ Materials Needed

▼ Hardware

1. *Sounds Great,* Book 1: Lesson 5, Parts 3 and 4: "Sentence Stress, Unstress, and Rhythm"
2. *Sounds Great,* Book 1: Lesson 6: "Sentence Stress, Rhythm Groups, and Linking"

▼ Classroom Set-up

▼ Total Time: 90 minutes

Opening- Large Group	5 min.
First Activity- Large Group/Pair	80 min.
Ending- Large Group	5 min.

▼ Key — Hardware | Transparencies | Handouts | Large Group | Small Groups | Discussion | Sign-in Sheet

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▼ Activities

▼ Opening: 5 Minutes

1. **Welcome** students back.
2. **Ask** how they liked working with their pronunciation buddies.

3. **Ask** for questions that arose over the last few weeks.

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▼ Activities

▼ First Activity: 80 Minutes

1. **Tell** students to turn to Lesson 5, Part 3 in *Sounds Great.*
2. **Complete** Lesson 5.
3. **Tell** students to turn to Lesson 6 in *Sounds Great.*
4. **Complete** Lesson 6.

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▼ *Activities*

▼ Ending: 5 Minutes

1. **Summarize** the important information from today's lessons.
2. **Remind** students that they will be meeting with their pronunciation buddies for the next two weeks.
3. **Remind** students to go over Lesson 7 and Lesson 8 in *Sounds Great* with their pronunciation buddies.
4. **Say** good-bye. **Remind** students that the next class will be in *3 weeks.*

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Winning At Work

Speaking Clearly

Improving Pronunciation

Lesson 5
The/th/Sound

▼ Lesson Description

For many non-native speakers pronouncing /th/ is especially difficult. In this lesson students practice saying and discriminating the /th/ sound from other similar sounds.

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▼ Objectives

By completing this lesson, employees will be able to:

1. **Contrast** /th/ and /t/ sounds.
2. **Contrast** /th/ and /d/ sounds.
3. **Constrast** /th/ and /z/ sounds.

▼ Materials Needed

▼ Hardware

1. *Sounds Great,* Book 1: Lesson 11: "The Consonants"

▼ Classroom Set-up

▼ Total Time: 90 minutes

Opening- Large Group	5 min.
First Activity- Large Group/Pair	80 min.
Ending- Large Group	5 min.

▼ Key: Hardware | Transparencies | Handouts | Large Group | Small Groups | Discussion | Sign-in Sheet

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▼ Activities

▼ Opening: 5 Minutes

1. **Welcome** students back.
2. **Ask** how they liked working with their pronunciation buddies.

3. **Ask** for questions that arose over the last few weeks.

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▼ *Activities*

▼ First Activity: 80 Minutes

1. **Tell** students to turn to Lesson 11 in *Sounds Great.*
2. **Complete** Lesson 11.

80

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▼ *Activities*

▼ Ending: 5 Minutes

1. **Summarize** the important information from today's lessons.
2. **Remind** students to practice what they learned this week with their pronunciation buddies.
3. **Say** good-bye

82

81

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JobLink

Winning At Work

Speaking Clearly

Improving Pronunciation

Lesson 6
More Consonants

▼ Lesson Description

The last lesson covers more consonant sounds that many non-native English speakers find difficult: /b/, /v/, /p/, and /f/. The students will have a chance to practice saying and listening to these sounds.

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▼ Objectives

By completing this lesson, employees will be able to:

1. **Distinguish** between /b/ and /v/.
2. **Distinguish** between /p/ and /f/.

▼ Materials Needed

▼ Hardware

1. *Sounds Great,* Book 1: Lesson 13: "The Consonants"

▼ Classroom Set-up

▼ Total Time: 90 minutes

Opening- Large Group	5 min.
First Activity- Large Group/Pair	80 min.
Ending- Large Group	5 min.

▼ Key: Hardware, Transparencies, Handouts, Large Group, Small Groups, Discussion, Sign-in Sheet

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▼ Activities

▼ Opening: 5 Minutes

1. **Welcome** students back.

2. **Ask** for questions that arose over the last week.

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▼ *Activities*

▼ First Activity: 80 Minutes

1. **Tell** students to turn to Lesson 13 in *Sounds Great.*
2. **Complete** Lesson 13.

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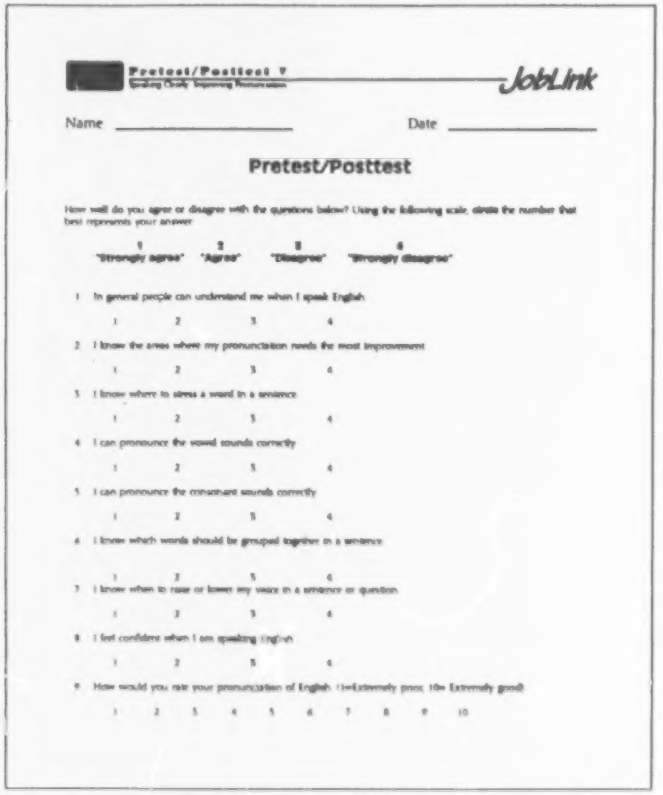

Pretest/Posttest ▼
Speaking Clearly: Improving Pronunciation
JobLink

Name _____ Date _____

Pretest/Posttest

How well do you agree or disagree with the questions below? Using the following scale, circle the number that best represents your answer.

1 "Strongly agree" 2 "Agree" 3 "Disagree" 4 "Strongly disagree"

1. In general people can understand me when I speak English.
   1 2 3 4
2. I know the areas where my pronunciation needs the most improvement.
   1 2 3 4
3. I know where to stress a word in a sentence.
   1 2 3 4
4. I can pronounce the vowel sounds correctly.
   1 2 3 4
5. I can pronounce the consonant sounds correctly.
   1 2 3 4
6. I know which words should be grouped together in a sentence.
   1 2 3 4
7. I know when to raise or lower my voice in a sentence or question.
   1 2 3 4
8. I feel confident when I am speaking English.
   1 2 3 4
9. How would you rate your pronunciation of English (1=Extremely poor, 10= Extremely good)
   1 2 3 4 5 6 7 8 9 10

Form

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▼ Activities

▼ Ending: 5 Minutes

1. **Summarize** the important information from today's lessons.
2. **Distribute** the Posttest. **Remind** students this is the same test they took the first day.
3. **Collect** the Posttests.
4. **Remind** the students to continue to practice what they learned in this class.
5. **Thank** everyone and **say** good-bye.

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Name _____ Date _____

Pretest/Posttest

How well do you agree or disagree with the questions below? Using the following scale, **circle** the number that best represents your answer:

1 "Strongly agree" **2** "Agree" **3** "Disagree" **4** "Strongly disagree"

1. In general people can understand me when I speak English.

   1 2 3 4

2. I know the areas where my pronunciation needs the most improvement.

   1 2 3 4

3. I know where to stress a word in a sentence.

   1 2 3 4

4. I can pronounce the vowel sounds correctly.

   1 2 3 4

5. I can pronounce the consonant sounds correctly.

   1 2 3 4

6. I know which words should be grouped together in a sentence.

   1 2 3 4

7. I know when to raise or lower my voice in a sentence or question.

   1 2 3 4

8. I feel confident when I am speaking English.

   1 2 3 4

9. How would you rate your pronunciation of English. (1=Extremely poor, 10= Extremely good)

   1 2 3 4 5 6 7 8 9 10

Instructor _____
Class Schedule _____
Module _____

Your instructor will complete these questions

A. Course Number _____
Site Location _____

B. Who completed this form?
(MARK ONE BOX)

- ❑ The learner
- ❑ The learner, with assistance from instructor or project staff
- ❑ An instructor or project staff member with information provided by the learner
- ❑ Other (Please specify)

_____
_____

C. Date form completed: ___/___/___

1. **Name:** _____
2. **Address:** _____

_____

3. **Phone Number:** ( ) _____
4. **Social Security Number:**

_____-_____-_____

5. **Age:** _____
6. **Were you born in the United States?**
   ❑ Yes ❑ No
7. **Sex:** ❑ Male ❑ Female
8. **Race: (Mark One Box)**
   - ❑ White
   - ❑ Black (African American)
   - ❑ Asian or Pacific Islander
   - ❑ American Indian or Alaskan Native
   - ❑ Hispanic
   - ❑ Other (Please specify):

_____

9. **Is English the language that is spoken most often in your home?**
   ❑ Yes ❑ No
10. **How many years of school have you completed?** _____
    Of these, how many in the U.S.? _____
    In any other country? _____
11. **Are you a union member?**
    ❑ Yes– What is the name of your union?

    _____

    ❑ No
12. **Please rate your ability to perform each of the following activities.**

(Please mark one response for every activity)

	Poor	Fair	Good	Excellent
Read English	❑	❑	❑	❑
Understand English	❑	❑	❑	❑
Speak English	❑	❑	❑	❑
Write in English	❑	❑	❑	❑
Work as part of a team	❑	❑	❑	❑
Use math	❑	❑	❑	❑
Solve problems/use reasoning	❑	❑	❑	❑

13. **Do you have a job?**
    - ❑ Yes, employed
    - ❑ Yes, on temporary layoff

    → *Go to next page*

    - ❑ No, retired
    - ❑ No, not employed

    → STOP

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Thank you. You have completed this form. Please return it to your instructor.

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Please answer questions 14-18 for the job that allows you to take this course.

14. Name of company or employer:

_____

15. Job Title:

_____

16. On average, how many hours per week do you work on this job?

_____- _____ Hours per week

17. How much do you earn at this job?
(Write amount and mark one box)

$_____ ❑ Per hour ❑ Per year

18. Do you get any of the following benefits at this job?

(Mark one for each line)

	Yes	No
Paid vacation	❑	❑
Paid sick leave	❑	❑
Paid holidays	❑	❑
Health insurance	❑	❑

19. How long have you worked at this job?

_____ - _____ and _____-_____
years months

20. At your job, do you need to do any of the following?

(Mark one for each line)

	Yes	No
Read instructions	❑	❑
Receive spoken instructions in English	❑	❑
Speak English	❑	❑
Work as part of a team	❑	❑
Write in English	❑	❑
Use math	❑	❑
Solve problems/use reasoning	❑	❑

21. Do you work at more than one job?
❑ Yes ❑ No

Thank you. You have completed this form. Please return it to your instructor.

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Your instructor will complete these questions

A. Course Number _____ Instructor _____
Site Location _____ Class Schedule _____
Module _____

B. Who completed this form? **(MARK ONE BOX)**

- ❑ The learner
- ❑ The learner with assistance from instructor or project staff
- ❑ An instructor or project staff member with information provided by the learner
- ❑ Other (Please specify)

_____

C. Date form completed: ___/___/___

1. Name: _____

2. Address: _____

_____

3. Phone Number: ( ) _____

4. Social Security Number:

_____-_____-_____

5. In the future, do you plan to take any of the following courses?

(Mark one for each line)

	Plan to Take	Do Not Plan to Take
A basic skills course in reading, writing, or math	❑	❑
A course in using English (such as ESL)	❑	❑
A computer course	❑	❑
A GED course or the GED exam	❑	❑
Courses to get an occupational certificate	❑	❑
A job training course	❑	❑
Courses leading to a 2-year or 4-year college degree	❑	❑
A home-study course	❑	❑

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Since this course began, have you:

(Mark one for each line)

	YES	NO
Learned what you wanted to learn in this course?	❑	❑
Changed your educational or career goals?	❑	❑
Had more responsibility added to your job?	❑	❑
Moved to a shift you prefer?	❑	❑
Switched from part-time to full-time?	❑	❑
Received a pay raise?	❑	❑
Been promoted?	❑	❑
Received an award, bonus, or other special recognition on your job?	❑	❑
Received your GED?	❑	❑
Applied for a new job?	❑	❑
Started a new job at another company?	❑	❑
Been laid off?	❑	❑
Left your job for any other reason? (Please Specify)	❑	❑

7. **Please rate your ability to perform each of the following activities.**

(Please mark one response for every activity)

	Poor	Fair	Good	Excellent
Read English	❑	❑	❑	❑
Understand English	❑	❑	❑	❑
Speak English	❑	❑	❑	❑
Write in English	❑	❑	❑	❑
Work as part of a team	❑	❑	❑	❑
Use math	❑	❑	❑	❑
Solve problems/use reasoning	❑	❑	❑	❑

Thank you. You have completed this form.
Please return it to your instructor.

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Schedule of Classes

Class 1	Week 1	Lesson 1: "Vowels"
Class 2	Week 2	Lesson 2: "Vowels"
Class 3	Week 3	Lesson 3: Two-Syllable-Word Stress Pronunciation buddies attend last half-hour.
No Class Meeting	Week 4	Lesson 4: Three-Syllable-Word Stress Students work with pronunciation buddies.
No Class Meeting	Week 5	Lesson 5: (Parts 1 and 2): Sentence Stress Students work with pronunciation buddies.
Class 4	Week 6	Lesson 5: (Parts 3–5) and Lesson 6: Rhythm
No Class Meeting	Week 7	Lesson 7: Rising/Falling Intonation Students work with pronunciation buddies.
No Class Meeting	Week 8	Lesson 8: Rising Intonation Students work with pronunciation buddies.
Class 5	Week 9	Lesson 11: The /th/ Sound
Class 6	Week 10	Lesson 13: The Consonants /b/, /v/, /p/, and /f/

Note: Weekly lessons are completed in *Sounds Great, Book 1.*

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How to Ask a Buddy

This week you will be asking a coworker to be your pronunciation buddy.

Write down the names of two native American speakers at work that you could ask to be your pronunciation buddy.

_____

_____

Think of ways you could ask one of these people to be your pronunciation buddy. Here is an example of what you might say:

> "I'm trying to improve my pronunciation. I'm taking a class to help me, but I need to practice with a native American speaker. Would you be willing to help me?
>
> "The commitment is to meet with me and work through four chapters of my pronunciation book. In addition, you will need to meet with my class for a half hour to get some background information from my teacher.
>
> "Could you think about it and let me know tomorrow? Thank you so much!"

How will *you* ask *your* pronunciation buddy?

_____

_____

_____

_____

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Contract

Thank you for offering to be a pronunciation buddy for:

_____

Your commitment will include meeting with your buddy to complete four lessons in the *Sounds Great* text. In addition, you will need to attend the next pronunciation class for 30 minutes to receive your instructions and some background material.

We appreciate your willingness to help! Thank You!

Student _____

Instructor _____

Buddy _____

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Pronunciation Background for Buddies

You do not need to be a "language expert" to serve effectively as a buddy! You *do* need to be a native American speaker, and you *do* need to be willing to help a coworker who wants very much to improve his or her ability to speak English.

The *Sounds Great* program emphasizes practicing English *naturally*–that is, the way you normally do. Many English-language learners are misunderstood because their word or sentence stress is not appropriate, so it is important for you as the pronunciation buddy to speak *naturally*.

The practice activities in the *Sounds Great* text are sequenced from controlled and semi-controlled to guided and interactive. The audiotapes (noted by the cassette symbol in the *Sounds Great* text) are especially helpful in developing listening discrimination. In addition to practice, *Sounds Great* offers useful information on pronunciation and spelling rules.

To maximize your effectiveness in serving as a buddy, try to follow these suggestions:

1. In the practice activities, direct the learner to slow down when saying the word, phrase, or sentence aloud.
2. Try to limit your corrections. Try to focus only on the specific pronunciation topic feature being practiced. Before correcting the learner, ask him or her to correct himself or herself.
3. When you do correct the learner, ask him or her to repeat your correction aloud. Do not allow the learner to merely nod in agreement!
4. Avoid exaggerating the enunciation of a word; instead, stress its *normal* pronunciation.
5. When a learner does repeat the sound correctly, be sure to give him or her positive feedback.
6. Note that the *Sounds Great* text uses the International Phonetic Alphabet, in which sounds are always separated by two slashes, for example, /v/. You can figure out sounds the International Phonetic Alphabet by looking at the sample word or word contrasts.
7. Write down any questions you have or stumbling blocks you encounter; share both with the instructor.

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Parts of Speech

1. **Noun** A word that identifies a person, place, thing, or quality *(Maria, town, book, love)*.

2. **Pronoun** A word that takes the place of a noun *(I, them, he)*.

3. **Verb** An action word, or a word that shows state of being *(sings, is)*.

4. **Adjective** A word that describes a noun or pronoun *(blue, pretty)*.

5. **Adverb** A word that describes a verb, adjective, or another adverb *(slowly, very)*.

6. **Preposition** A word that shows the relationship of its object to another word in the sentence *(under the tree, between us)*.

7. **Conjunction** A word that connects words or groups of words *(and, or, yet, nor, but, for, so)*.

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Pronunciation Rules for Buddies

Lesson 4, page 28

RULE: To build a word with *-er, -or,* or *-ly,* find out which syllable is stressed in a verb or adjective. Then add *-er, -or,* or *-ly.* The stressed syllable **does not change.**

Lesson 4, page 29

RULE: In three-syllable words ending in consonant + *-y,* stress the first syllable.

Lesson 4, page 31

RULE: Words ending in *-ion* have the high, long, loud stress on the syllable **before** *-ion.*

Lesson 5, page 36

RULE FOR NOUNS: Nouns are **stressed**.

RULES FOR ARTICLES AND PREPOSITIONS: Articles and prepositions are **not** stressed.

RULE FOR VERBS: Verbs are **stressed**.

RULE FOR PRONOUNS: Pronouns are **not** stressed.

Lesson 5, page 38

RULE FOR THE VERB *TO BE,* THE VERB *TO HAVE,* AND HELPING VERBS: The verb *to be,* the verb *to have,* and helping verbs are not stressed.

RULE FOR ADJECTIVES: Adjectives are **stressed**.

Lesson 5, page 39

RULE FOR DEMONSTRATIVE PRONOUNS AND ADVERBS: Demonstrative pronouns and adverbs are stressed.

RULE FOR CONJUNCTIONS: Conjunctions are **stressed**.

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Pronunciation Rules for Buddies
(continued)

Lesson 7, page 62

RULE FOR AFFIRMATIVE AND NEGATIVE STATEMENTS: Affirmative and negative statements have **rising/falling** intonation.

RULE FOR RISING AND FALLING TONES:
The tone *rises* on the **last** stressed syllable of a statement. The tone *falls* after the **last** stressed syllable of a statement.

Lesson 7, page 65

RULE FOR COMMANDS AND NEGATIVE COMMANDS: Commands and negative commands have **rising/falling** intonation.

RULE FOR RISING AND FALLING TONES: The tone *rises* on the **last** stressed syllable of a statement. The tone *falls* after the **last** stressed syllable of a statement.

Lesson 7, page 69

RULE FOR WH- QUESTIONS AND NEGATIVE WH- QUESTIONS: *Wh-* questions and negative *wh-* questions have **rising/falling** intonation.

RULE FOR RISING AND FALLING TONES: The tone *rises* on the **last** stressed syllable of a statement. The tone *falls* after the **last** stressed syllable of a statement.

Lesson 8, page 77

RULE FOR AFFIRMATIVE AND NEGATIVE YES/NO QUESTIONS: Affirmative and negative yes/no questions have **rising** intonation.

RULE FOR RISING TONES: The tone *rises* on the **last** stressed syllable of yes/no questions.

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JobLink

Winning At Work

Speaking Clearly: Improving Pronunciation

▼ *Table of Contents*

▼ Supervisor Lesson 1: 8–20

▼ Supervisor Lesson 2: 22–34

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JobLink

Winning At Work

Speaking Clearly: Improving Pronunication

Supervisor Lesson 1

▼ Lesson Description

This 60-minute lesson provides supervisors with an overview of the Pronunciation class and offers them tips for reinforcing the skills taught in the class. The lesson also gives supervisors an opportunity to complete a sample lesson so that they will know what their employees will be doing.

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▼ Objectives

By completing this lesson, supervisors will be able to:

1. **Understand** the objectives of the pronunciation module and the strategies it uses to achieve those objectives.
2. **Reinforce** what their employees will learn.

▼ Materials Needed

▼ Hardware

1. Blank sheets of notebook paper
2. *Sounds Great, Book 1,* Instructor's Manual and audiotapes
3. Flip chart or whiteboard
4. Markers

▼ Handouts

"Schedule of Classes" (Supervisor Handout 1)

"The Buddy Contract" (Supervisor Handout 2)

"Listening Discrimination" (Sample Exercise from *Sounds Great,* p. 40) (Supervisor Handout 3)

"Picture of Office" (Sample Exercise from *Sounds Great,* p. 151) (Supervisor Handout 4)

"Supervisor's Pre-Survey" (Supervisor Handout 5)

▼ Classroom Set-up

▼ Total Time: 60 minutes

Opening- Large Group	15 min.
First Activity- Large Group	10 min.
Second Activity- Large Group	10 min.
Third Activity- Large Group	15 min.
Ending- Large Group	10 min.

▼ Key — Hardware | Transparencies | Handouts | Large Group | Small Groups | Discussion | Sign-in Sheet

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▼ Activities

▼ Opening: 15 Minutes

1. **Welcome** the supervisors. **Explain** that this session provides an overview of the pronunciation module and offers them strategies to help reinforce what their employees will learn.

2. **Ask** supervisors to brainstorm problems they have noticed with employees' pronunciation. To help jump-start the discussion, **mention** that listening is one of the skill areas this curriculum targets. **Ask,** "Have you noticed any misunderstandings that may have been related to mispronunciations? Have you observed feedback that might be the result of misinterpretations?"

3. **Write** their comments on a flip chart or on the whiteboard. (**Note:** Organize their comments into a useful list that you can use to target specific pronunciation difficulties during class time with the employees.)

4. **Distribute** blank paper. **Ask** supervisors to form groups of 3 or 4; then **instruct** each group to work as a team to list ways to quantify the cost of such problems in terms of time or money. Work together with them to clarify which expectations are reasonable. (**Note:** Save these ROI notes for the follow-up lesson.)

5. **Invite** each team leader to share his or her team's answers with the larger group.

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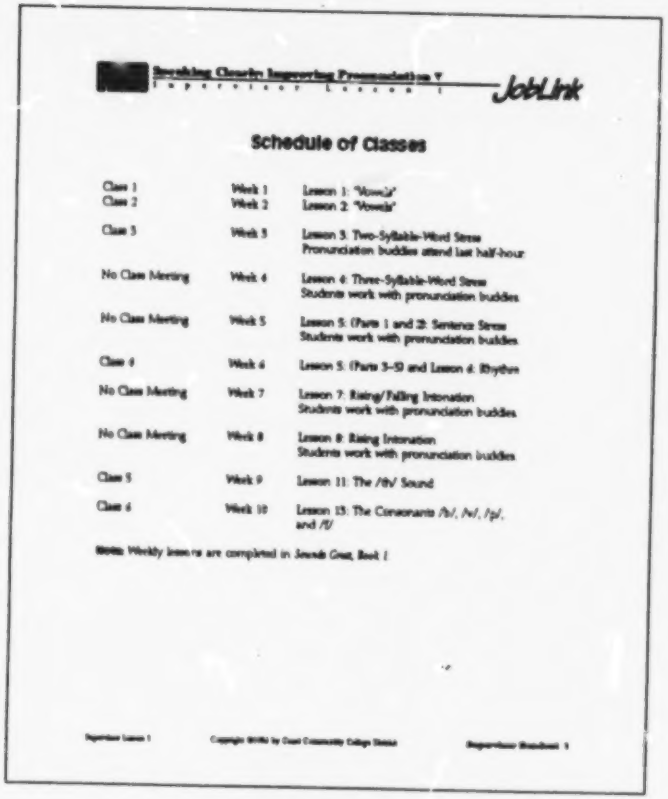


Speaking Clearly: Improving Pronunciation ▼ JobLink
Supervisor Lesson 1

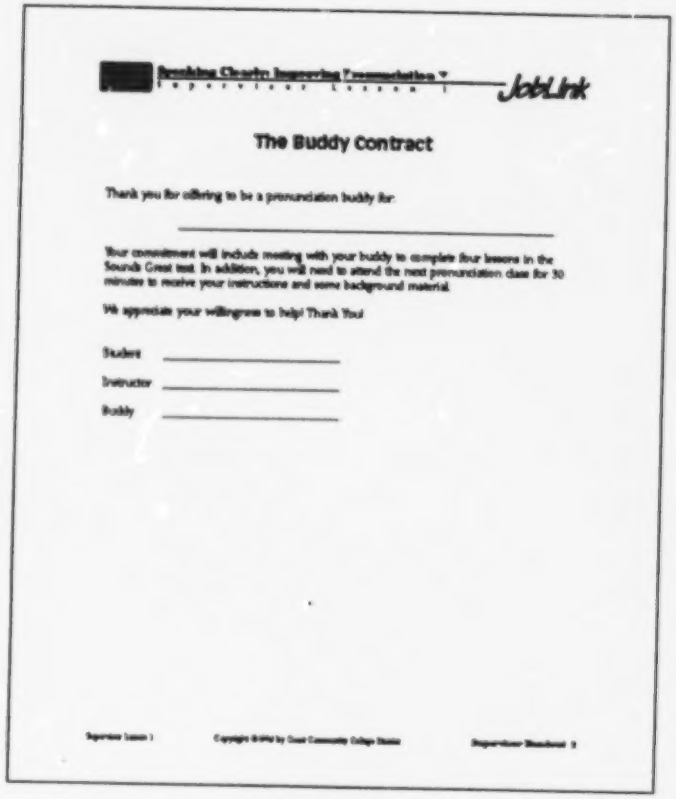
Schedule of Classes

Class 1 Class 2	Week 1 Week 2	Lesson 1: "Vowels" Lesson 2: "Vowels"
Class 3	Week 3	Lesson 3: Two-Syllable-Word Stress Pronunciation buddies attend last half-hour
No Class Meeting	Week 4	Lesson 4: Three-Syllable-Word Stress Students work with pronunciation buddies
No Class Meeting	Week 5	Lesson 5: (Parts 1 and 2): Sentence Stress Students work with pronunciation buddies
Class 4	Week 6	Lesson 5: (Parts 3–5) and Lesson 6: Rhythm
No Class Meeting	Week 7	Lesson 7: Rising/Falling Intonation Students work with pronunciation buddies
No Class Meeting	Week 8	Lesson 8: Rising Intonation Students work with pronunciation buddies
Class 5	Week 9	Lesson 11: The /th/ Sound
Class 6	Week 10	Lesson 13: The Consonants /h/, /w/, /p/, and /f/

Note: Weekly lessons are completed in *Sounds Great, Book 1*

Supervisor Lesson 1 Copyright ©1996 by Coast Community College District Supervisor Handout 1

Supervisor Handout 1



Speaking Clearly: Improving Pronunciation ▼ JobLink
Supervisor Lesson 1

The Buddy Contract

Thank you for offering to be a pronunciation buddy for:

_____

Your commitment will include meeting with your buddy to complete four lessons in the Sounds Great text. In addition, you will need to attend the next pronunciation class for 30 minutes to receive your instructions and some background material.

We appreciate your willingness to help! Thank You!

Student _____

Instructor _____

Buddy _____

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Supervisor Handout 2

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▼ Activities

▼ First Activity: 10 Minutes

1. **Distribute** "Schedule of Classes".

2. **Emphasize** that this curriculum is a beginning in providing the learners with long-term tools to help them with their pronunciation. **Show** them the text that each student will have. (Optional: **Show** them the tapes if your students are using them.)

3. **Explain** that this curriculum is designed for students reading at least at fifth- or sixth-grade level. Show supervisors a sample page from the text.

4. **Tell** them that the buddy system is a ***requirement*** for this module, **distribute** a sample of "The Buddy Contract", and **stress** why this unique feature is critical to success. **Explain** (a) that buddies must be native English speakers chosen by the students, (b) that buddies will attend one class for some brief background information, and (c) that each buddy will be responsible for setting a weekly time to meet with his or her student.

5. **Review** the Schedule of Classes; **point out** the buddy weeks.

6. **Tell** supervisors that the majority of lessons deal with rhythm, stress, and intonation. **Explain** that stress impedes understanding more than a mispronounced vowel or consonant. **Share** this example with the supervisors (do not stress the word ***can't*** as you say it aloud): "I can't come to work tomorrow." **Explain** the importance of stressing the negative in that sentence; **point out** that it's not just a matter of pronouncing the /t/ clearly!

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▼ Activities

▼ Second Activity: 10 Minutes

1. **Tell** supervisors, "You can show support for your employees and their pronunciation improvement by recognizing them for going to class and by giving them time to meet with their buddies. For most second-language learners in a workplace setting, it is best to give affirmation individually, rather than in a group. Better yet, you can write him or her a note or letter!"

2. **Explain** to the supervisors that when they are in situations where pronunciation impedes understanding, they should rephrase the comment stressing the correct pronunciation. **Share** this example with the group: "When an employee says, 'Do we have a meeting next *Thurday?*' you can help by saying distinctly, 'Yes, the meeting is at 2 o'clock on *Thursday.*"

3. **Point out** that the same holds true in the case of job-specific vocabulary: Say the word slowly so the employee can repeat. **Remind** supervisors that speaking as clearly as possible is especially important when they are training employees. We all know people who *mumble-and-talk-real-fast-like-this.*

4. **Explain** how important listening skills are to the second-language learner.

5. **Explain** how to check for understanding. **Remind** supervisors not to ask 'Do you understand?' *Most people nod in agreement!* Instead, ask someone to repeat the procedure, **explain** it in his or her own words, or answer a specific question to reinforce the training."

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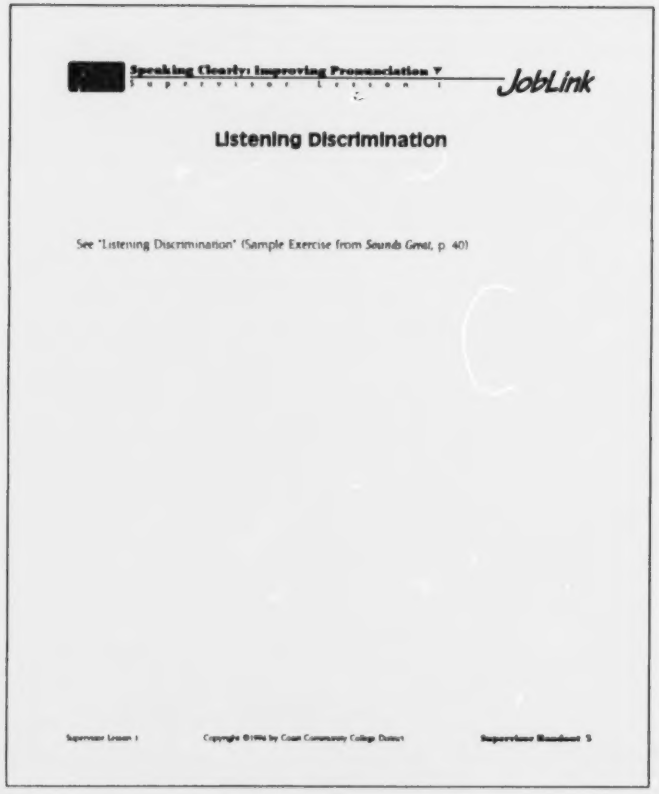
Speaking Clearly: Improving Pronunciation ▼
Supervisor Lesson 1
JobLink
Listening Discrimination
See "Listening Discrimination" (Sample Exercise from Sounds Great, p. 40)
Supervisor Lesson 1
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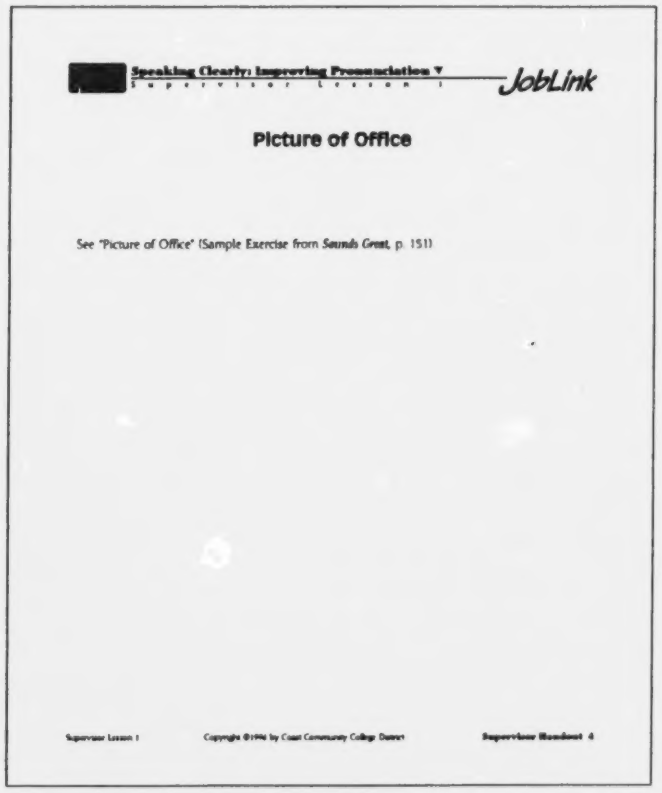
Supervisor Handout 3

Supervisor Handout 3


Speaking Clearly: Improving Pronunciation ▼
Supervisor Lesson 1
JobLink
Picture of Office
See "Picture of Office" (Sample Exercise from Sounds Great, p. 151)
Supervisor Lesson 1
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Supervisor Handout 4

Supervisor Handout 4

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▼ Activities

▼ Third Activity: 15 Minutes

1 **Distribute** "Listening Discrimination". **Tell** supervisors, "So that you can share the students' experience, we are going to try a couple of sample exercises. Since the curriculum emphasizes auditory discrimination, I would like you to mark the stresses in these sentences as I pronounce them" **Show** the supervisors how to mark the stresses.

2. Now **turn** to page 35 in the Instructor's Manual (Exercise 6, "Listening Discrimination") and **pronounce** the sentences at the top of the page.

3. If time permits, **try** a second lesson using partners to practice the use of prepositions of place and to discriminate between the /p/ and /f/ sounds.

4. **Distribute** the "Picture of Office" sample exercise.

5. **Divide** the supervisors into pairs and **tell** them to take turns asking their partners where certain items are located. The one who answers must use a description involving two prepositions of place, e.g., "Where's the stapler?" "It's *on* top of the copy machine to the right of the fax machine."

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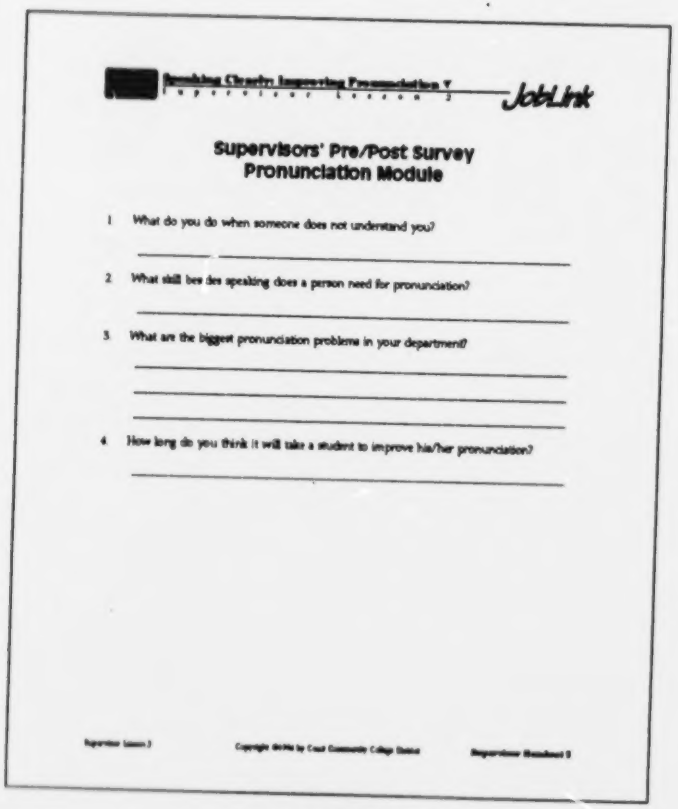

[redacted] Speaking Clearly: Improving Pronunciation ▼
Supervisor Lesson 1 JobLink

Supervisors' Pre/Post Survey
Pronunciation Module

1. What do you do when someone does not understand you?

2. What skill bes des speaking does a person need for pronunciation?

3. What are the biggest pronunciation problems in your department?

4. How long do you think it will take a student to improve his/her pronunciation?

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Supervisor Handout 5

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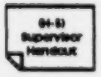
▼ Activities

▼ Ending: 10 Minutes

1. **Distribute** the Pre-Surveys and **ask** supervisors to complete them. **Keep** the surveys for the follow-up lesson after the module.



2. **Thank** the supervisors for their time and support.

3. **Remind** them to encourage their employees to start looking for a buddy!

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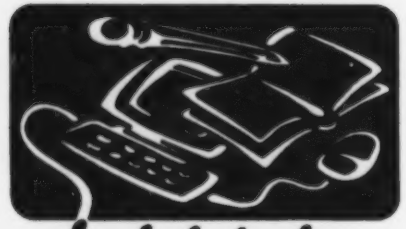

Winning At Work

Speaking Clearly: Improving Pronunication

Supervisor Lesson 2

▼ Lesson Description

This lesson fosters a dialog between the supervisors and the instructor in which they can review the results of the Pronunciation module and provide feedback. Supervisors are given the Post-Survey to determine if they perceive any change in their employees. Finally the group discusses how to reinforce the students' skills learned in this module.

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▼ Objectives

By completing this lesson, supervisors will be able to:

1. **Discuss** their reactions to the Pronunciation module.
2. **Discuss** how to reinforce and continue the pronunciation training.

▼ Materials Needed

▼ Hardware

1. ROI notes from previous supervisors' meeting
2. Instructor notes from Students' Pre-Surveys and Post-Surveys
3. Supervisors' Pre-Surveys (or notes from them)
4. Paper and pencils

▼ Handouts

"Supervisor Post-Survey" (Supervisor Handout 5)

▼ Classroom Set-up

▼ Total Time: 60 minutes

Opening- Large Group	15 min.
First Activity- Large Group	10 min.
Second Activity- Large Group/Ind.	15 min.
Third Activity- Large Group	15 min.
Ending- Large Group	5 min.

▼ Key: Hardware | Transparencies | Handouts | Large Group | Small Groups | Discussion | Sign-in Sheet

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▼ Activities

▼ Opening: 15 Minutes

1. **Welcome** the supervisors back.

2. On a flip chart, **post** supervisors' ROI comments from their first meeting (or **distribute** a handout summarizing their comments).

3. **Ask** supervisors to write a "1" next to each issue where they saw an improvement and a "2" next to each where they saw no change. **Expect** differing responses from different departments.

4. **Use** the numbers to launch a general discussion about pronunciation improvement. **Remember** that some supervisors may have noticed their employee's pronunciation for the first time.

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▼ Activities

▼ First Activity: 10 Minutes

1. **Discuss** with the supervisors your evaluative notes about the students' progress. **Include** the Pre and Posttests to help quantify the improvements made.

2. **Share** general observations about the module, and if appropriate **share** personal anecdotes about students' pronunciation progress and difficulties.

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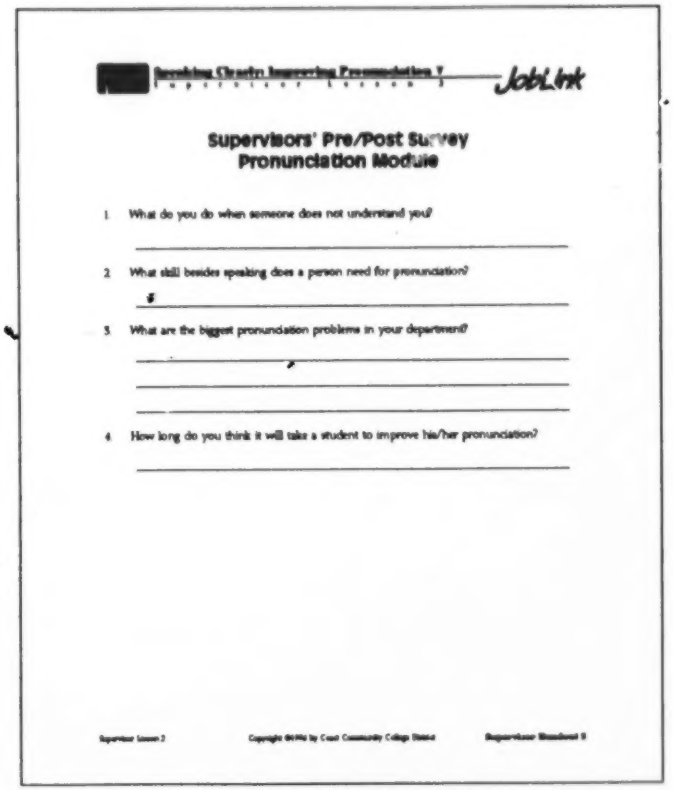

Speaking Clearly: Improving Pronunciation ▼ Supervisor Lesson 2 JobLink

Supervisors' Pre/Post Survey
Pronunciation Module

1. What do you do when someone does not understand you?

2. What skill besides speaking does a person need for pronunciation?

3. What are the biggest pronunciation problems in your department?

4. How long do you think it will take a student to improve his/her pronunciation?

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Supervisor Handout 5

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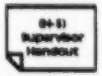
▼ Activities

▼ Second Activity: 15 Minutes

1. **Distribute** the "Post-Surveys" and **ask** supervisors to complete them.



2. **Compare** the results to the Pre-Surveys, and **share** that comparison with the supervisors.

Note: Instructors may need to share individual responses with supervisors about question number 3 depending on the majority of the language group in each supervisor's department. For example, you may want to **discuss** Spanish speakers' b-v articulation, Vietnamese speakers' dropping final consonants, or Chinese speakers' l-r articulation.

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▼ Activities

▼ Third Activity: 15 Minutes

1. **Lead** a discussion about how to follow up the pronunciation practice.
2. **Emphasize** that this module is meant to be a starting point in a second-language learner's long-term efforts to improve his or her pronunciation.
3. **Have** supervisors encourage students to continue speaking with their buddies (for example, by completing the text chapters that were omitted) or to find new buddies in the company or in their neighborhood with whom they can practice.
4. **Ask** supervisors to provide additional opportunities for students to practice speaking English, for example, by speaking in a team meeting or by using the telephone to relay information.
5. **Mention** the other modules that reinforce language and communication skills.

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▼ *Activities*

▼ Ending: 5 Minutes

1. **Thank** the supervisors for their support of and participation in this module.
2. **Ask** for final questions.
3. **Say** good-bye.

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Schedule of Classes

Class 1	Week 1	Lesson 1: "Vowels"
Class 2	Week 2	Lesson 2: "Vowels"
Class 3	Week 3	Lesson 3: Two-Syllable-Word Stress Pronunciation buddies attend last half-hour.
No Class Meeting	Week 4	Lesson 4: Three-Syllable-Word Stress Students work with pronunciation buddies.
No Class Meeting	Week 5	Lesson 5: (Parts 1 and 2): Sentence Stress Students work with pronunciation buddies.
Class 4	Week 6	Lesson 5: (Parts 3–5) and Lesson 6: Rhythm
No Class Meeting	Week 7	Lesson 7: Rising/Falling Intonation Students work with pronunciation buddies.
No Class Meeting	Week 8	Lesson 8: Rising Intonation Students work with pronunciation buddies.
Class 5	Week 9	Lesson 11: The /th/ Sound
Class 6	Week 10	Lesson 13: The Consonants /b/, /v/, /p/, and /f/

Note: Weekly lessons are completed in *Sounds Great, Book 1.*

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The Buddy Contract

Thank you for offering to be a pronunciation buddy for:

_____

Your commitment will include meeting with your buddy to complete four lessons in the Sounds Great text. In addition, you will need to attend the next pronunciation class for 30 minutes to receive your instructions and some background material.

We appreciate your willingness to help! Thank You!

Student _____

Instructor _____

Buddy _____

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Listening Discrimination

See "Listening Discrimination" (Sample Exercise from *Sounds Great,* p. 40)

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Picture of Office

See "Picture of Office" (Sample Exercise from *Sounds Great*, p. 151)

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Supervisors' Pre/Post Survey
Pronunciation Module

1. What do you do when someone does not understand you?

   _____

2. What skill besides speaking does a person need for pronunciation?

   _____

3. What are the biggest pronunciation problems in your department?

   _____

   _____

   _____

4. How long do you think it will take a student to improve his/her pronunciation?

   _____

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